

DEPARTMENT OF SPECIAL EDUCATION

304 Recitation Hall
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Department of Special Education (<http://www.wcupa.edu/specialEducation/>)

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The Department of Special Education stands out in the southeastern Pennsylvania and the tri-state region with its extensive early practicum experiences for its students; professionally diverse faculty; a high rate of employment opportunities; a heightened sense of collegiality and volunteerism among its students; and national (Council for Exceptional Children, National Council for Accreditation of Teacher Education), regional (Middle States Association of Colleges and Secondary Schools), and state (Pennsylvania Department of Education [PDE]) approvals, recognition, and accreditation.

The faculty is committed to supporting the development of teachers who acquire the knowledge, skills, and dispositions to construct effective, high-quality educational programs for children with disabilities. The mission is to foster knowledgeable, passionate, competent, and reflective graduates who will serve as eloquent, articulate advocates for all children, families, and special education professionals. This program provides students with field placement and experience in the same block of courses where they are concurrently learning characteristics, teaching methods, application, and theory. These placements give students an opportunity to reflect and question what they observe and experience in these settings, which is vital to the success of integrating theory and practice.

The field experiences in private or public schools are designed to give students first-hand opportunities with children in high-incidence and low-incidence settings. The course work taken concurrently provides students with the theory and research necessary to become effective teachers.

Programs of Study

The Department of Special Education offers a program of study leading to certification at the PreK-12 level.

- The **B.S.Ed. in Special Education - PreK-12** will qualify students for PDE special education certification at the PreK-12 level.
- The **B.S.Ed. in Special Education PreK-12 (dual major with Early Grades PreK-4 or Middle Grades 4-8)** will qualify students for PDE special education certification at the PreK-12 level and certification in PDE early grades preparation (PreK-4) or middle grades preparation (4-8).

To graduate, students enrolled in the B.S.Ed. Special Education PreK-12 program may, but are not required to, double-major with either Early Grades Preparation (PreK-4) or Middle Grades Preparation (4-8).

Upon completion of the program and achievement of passing scores on state certification exams, students will qualify for a Pennsylvania Instructional I Certificate in both areas of their dual course of study (if applicable), which is valid for six years of teaching. Passing scores on state certification exams are not required for graduation.

Minor Programs

Minor in Special Education

Current trends, enforced by recent litigation, have increased the need for a general understanding of the individuals with disabilities in our culture, the department also offers a Minor in Special Education, which is designed to introduce students to individuals with disabilities through course work and field experiences. Students who desire admission to the Minor in Special Education must have achieved the minimum

cumulative GPA required for their earned credits: 2.65 for students with 12-47 credits, and 2.80 for students with 48 or more credits. Students admitted to this minor must maintain that minimum cumulative GPA in order to continue. Students who fall below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the minimum required GPA. Such students will not be permitted to take additional course work in the minor until they achieve the minimum cumulative GPA.

Minor in Autism Education

The Minor in Autism Education is an 18-credit program designed to provide students knowledge of, and the opportunity to demonstrate competencies related to, research-based assessment, intervention, instruction, and program management for persons with autism in PreK-12 settings. The minor is applicable for future professionals serving students with autism across age/grade levels (preschool through completion of high school) and various ranges of functioning. The need for professionals with working knowledge of autism continues to grow as the prevalence for individuals with autism continues to increase.

Minor in Early Intervention

The purpose of this Early Intervention Minor is to prepare undergraduate students with the expertise to educate individuals from birth to five years old who have a disability, are at risk of being identified with a disability, or are at risk for school failure. In addition the program aims to educate and support the caregivers of these individuals. The 18-credit minor will augment knowledge for those undergraduates pursuing careers in early childhood and special education, counseling, psychology, social work, and communication sciences and disorders.

These minors do not lead to Instructional I teacher certification by the Pennsylvania Department of Education. However, students who complete the Minor in Autism Education are eligible for the PDE Autism Endorsement upon receipt of their Instruction I certification.

Programs

Majors

- B.S.Ed. in Special Education - PreK-12 (<https://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-bsed-prek-12/>)
- B.S.Ed. in Special Education - PreK-12 and Early Grades Preparation (PreK-4) - Double Major (<https://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-bsed-prek-12-early-grades-prep/>)
- B.S.Ed. in Special Education - PreK-12 and Middle Grades Preparation (4-8) - Double Major (<https://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-bsed-prek-12-middle-grades-prep/>)

Minors

- Autism Education (<https://catalog.wcupa.edu/undergraduate/education-social-work/special-education/autism-education-minor/>)
- Early Intervention (<https://catalog.wcupa.edu/undergraduate/education-social-work/special-education/early-intervention-minor/>)
- Special Education (<https://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-minor/>)

Graduate Opportunities

See the graduate catalog for more information on the Special Education programs. (<https://catalog.wcupa.edu/graduate/education-social-work/special-education/>)

Policies

- See undergraduate admissions information. (<https://catalog.wcupa.edu/general-information/admissions-enrollment/undergraduate-admissions/>)
- See academic policies. (<https://catalog.wcupa.edu/undergraduate/academic-policies-procedures/>)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

Requirements for B.S.Ed. Programs

In order to be eligible for graduation, an undergraduate student must satisfactorily complete the following requirements:

1. 120 credits for the B.S.Ed. in Special Education - PreK-12; 144 credits for the B.S.Ed. in Special Education/Early Grades Preparation; or 141-163 credits for the B.S.Ed. in Special Education/Middle Grades Preparation
2. Teacher Candidacy (see below)
3. Minimum GPA of 3.0
4. State licensure examinations relevant to each area of the chosen dual major/dual degrees noted above, which would grant teacher certification in both special education and the selected dual program (if applicable). Exams must be taken prior to student teaching.

Admission to Special Education Degree Programs

For formal admission to the special education degree program, see the Educator Preparation Programs (<https://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>) section of this catalog.

Requirements for Transfer to the Majors in Special Education

Students seeking to transfer in to the Special Education - PreK-12 program may, but are not required to, simultaneously obtain admission in to the Early Grades Preparation (PreK-4) or Middle Grades Preparation (4-8) programs.

Students may apply for "external transfer" when transferring from another post-secondary institution. Students already admitted to West Chester University as pre-majors or in another major may apply for "internal transfer." Students seeking external or internal transfer must have a minimum of 12 college-level credits. Students with 12-47 credits must also have a minimum GPA of 2.65. The required minimum cumulative GPA for students with 48-59 earned credits is 2.80. Students with 60 or more earned credits must have a minimum cumulative GPA of 2.80; must have achieved passing scores on the Basic Skills Tests and must have completed college-level studies in English composition (three credits), literature taught in English (three credits), and mathematics (six credits). External or internal transfer to the major in special education does not represent or confer Teacher Candidacy (See "Teacher Candidacy" in the Educator Preparation Programs section (<https://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>)).

Approval for Student Teaching

Candidates must apply through the Office of Clinical Experiences and Candidate Services for approval for student teaching placements. All candidates must meet the following criteria in order to student teach:

- Achieved Teacher Candidacy
 - Please refer to the complete Teacher Candidacy Policy (<https://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>)

- Completed the following forms¹:
 - Student teaching application (must be submitted within one full year prior to the academic semester in which student teaching is to be scheduled),
 - PA Child Abuse History Certification,
 - Criminal Record Check-PA State Police,
 - FBI Background Fingerprinting Check,
 - TB testing.
- Registered for student teaching as they would for any other University courses.
- Attended a student teaching pre-registration meeting. (The Office of Clinical Experiences and Candidate Services will notify candidates of preregistration meetings).
- See department webpage and/or handbook for specific programmatic requirements.

¹ Student teachers will apply for updated clearances a year prior to student teaching. The Office of Clinical Experiences and Candidate Services will notify you when you should apply for clearances.

Field Placement in Schools

All field placements, including student teaching, are arranged by the Office of Clinical Experiences and Candidate Services with collaboration from the Field Coordinator. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. All placements are within one hour of the university. Transportation to and from field placements and student teaching is the responsibility of the individual student.

- PA Child Abuse History Certification,
- Criminal Record Check-PA State Police,
- FBI Background Fingerprinting Check,
- TB testing (as designated by course and placement).

Faculty

Professors

Beatrice Adera (badera@wcupa.edu) (2010)

Chairperson, Special Education

B.S., University of Nairobi (Kenya); M.Ed., Ph.D., University of North Texas

N. Kim Doan (kdoan@wcupa.edu) (2008)

B.A., M.A., California State University; Ph.D., University of Virginia

Tara C. Guerriero (tguerriero@wcupa.edu) (2008)

Graduate Coordinator, Special Education

B.S., M.A., Ph.D., Northwestern University

S. Christy Hicks (shicks@wcupa.edu) (2011)

B.A., M.A.T., Western Carolina University; Ph.D., University of North Carolina at Charlotte

Mary A. Houser (mhouser@wcupa.edu) (2013)

Graduate Coordinator, Special Education

B.F.A., Kutztown University; M.A.T., The College of New Jersey; Ed.D., Fayetteville State University

Vicki A. McGinley (vmcginley@wcupa.edu) (1997)

B.A., University of Pittsburgh; M.A., Ph.D., Temple University

Claire Verden (cverden@wcupa.edu) (2006)

B.S., West Chester University; M.Ed., Temple University; Ed.D., Arcadia University

York Williams (ywilliams@wcupa.edu) (2009)

B.A., North Carolina Central University; M.A., West Chester University; M.Ed., Ph.D., Temple University

Associate Professors

Colleen E. Commisso (ccommisso@wcupa.edu) (2019)
B.S., M.S., Bloomsburg University; Ph.D., Lehigh University

Dawn Patterson (dpatterson@wcupa.edu) (2015)
Assistant Chairperson, Special Education
B.S., State University of New York College at Buffalo; M.Ed., Ed.D.,
University of North Carolina Charlotte

Lesley N Siegel (lsiegel@wcupa.edu) (2018)
B.A., Colorado College; M.A., University of New Mexico; Ph.D.,
University of Denver

Assistant Professors

Alyssa Marie Blasko (ablasko@wcupa.edu) (2024)
B.S., Kutztown University; M.Ed., Ph.D., Lehigh University

Ashlee Brown (abrown4@wcupa.edu) (2024)
BCBA, LBS, Ph.D., Temple University

Brittany A. Severino (bseverino@wcupa.edu) (2023)
M.Ed., Ed.D., West Chester University of Pennsylvania

Courses

EDA

EDA 103. Foundations of Special Education. 3 Credits.

This course is designed to acquaint the prospective teacher with the historical legal evolution of the field, as well as characteristics of individuals with disabilities.
Distance education offering may be available.

EDA 175. Introduction to Autism: Characteristics & Etiology. 3 Credits.

This course is designed to inform students about the characteristics and etiology of autism. Students will complete observations of individuals with autism in multiple school- and community-based settings.

EDA 175 Prerequisite: Successful completion of EDA 103; or HPE 205 and HPE 206, all with minimum grades of D-.

Distance education offering may be available.

EDA 195. Workshop. 1-3 Credits.

Intensive examination of a selected area of study in the field of special education. Topics will be announced in advance.

Repeatable for credit.

EDA 199. Special Education Transfer Credits. 1-10 Credits.

Transfer Credits

Repeatable for credit.

EDA 203. Field: Students with Exceptionalities. 3 Credits.

This course is designed to have prospective teachers observe and reflect upon best practices in teaching within the context of a continuum of special education placements in public schools. The content will focus on a broad view of pedagogy, lesson planning, social equity, and culturally responsive practices in special education.

EDA 203 Prerequisite: Successful completion of EDA 103 with minimum grade of D-.

Gen Ed Attribute: Writing Emphasis (select both)

EDA 212. Understanding Disability through Cultural Perspectives. 3 Credits.

This course will provide students with a general introduction to social justice theory, human rights issues, and social constructs surrounding disability on a global scale. Content will include perspectives of individuals with disabilities and will be delivered through a multimedia format. This course is designed for any student who is interested in learning more about disability within the context of today's society.

EDA 275. Autism: Families, Inter-agency, and Community Collaboration. 3 Credits.

This course is designed to foster professional relationships between future service providers and families that are supporting an individual with autism and make those relationships meaningful, cooperative and productive.

EDA 275 Prerequisite: Successful completion of EDA 103 and EDA 175, with minimum grades of D-; and field clearances.

Distance education offering may be available.

EDA 303. Special Ed: Processes/Procedures for General Educators. 2 Credits.

The purpose of this course is to prepare preservice students to teach students with disabilities effectively in general education settings.

EDA 303 Prerequisite: Successful completion of EDA 103 with minimum grade of D-; and Teacher Candidacy.

Distance education offering may be available.

EDA 304. Special Ed Processes/Procedures for Secondary Educators. 2 Credits.

The purpose of this course is to prepare pre-service students to teach students with disabilities effectively in Secondary General Education settings.

EDA 304 Prerequisite: Successful completion of EDA 103, EDP 250 or EDP 280, with minimum grade of D-

Distance education offering may be available.

EDA 312. Introduction to Early Intervention. 3 Credits.

This course is an overview of the field of early childhood special education. Students will explore the processes of early intervention including screening, assessment, instructional programming, integrating children with and without disabilities, and family involvement.

EDA 314. Curriculum and Instruction for Individual Learning Differences I. 3 Credits.

This course is designed to prepare students to assist children with disabilities achieve skills in academics and functional life domains. Emphasis is placed on understanding and analysis of learning problems, and the design and planning of instructional interventions.

EDA 314 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-.

Distance education offering may be available.

EDA 316. Development and Instructional Methods for Students with Exceptionalities. 3 Credits.

This course is designed to prepare students to support secondary students in special education classrooms and regular education classrooms. Emphasis will be placed on understanding the diverse roles of secondary special education teachers including: (a) co-teaching, (b) supporting students with disabilities in general education classrooms, (c) adapting materials for general education teachers, and (d) teaching strategies to students in the areas of literacy and mathematics. Further emphasis is placed on teaching students' strategies for organization, time management, studying, test taking, and stress/anxiety management as well as utilizing a variety of resources to support students.

EDA 316 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-.

EDA 321. Behavior Management & Field Experience. 6 Credits.

An exploration of current practices in management of behavior with emphasis on teacher-delivered systems. It includes a field placement in a school where students will assess and develop interventions for a child with behavioral challenges.

EDA 321 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-.

EDA 324. Trauma Informed Schools and Classrooms. 3 Credits.

This course examines trauma in the context of the learning environment. Pre-service teacher candidates will learn about the developmental effects of trauma and the ramifications of those effects on the classroom and school setting, as well as on peers and other professionals working with the student. Pre-service teacher candidates will also be introduced to proactive and preventative strategies for building social, emotional, and behavioral wellness to address non-academic barriers to learning and also to support students who are experiencing extreme social and emotional difficulties.

EDA 324 Prerequisite: Successful completion of EDA 103 with minimum grade of D-.

Distance education offering may be available.

EDA 325. Culturally Responsive Teaching for Diverse Exceptional Learners. 3 Credits.

This course is designed to prepare preservice special educators with background knowledge and critical understandings of culturally responsive practices in order to meet the needs of students at the intersection of culture, language, and disability needs. Students will examine the role culture plays in teaching and learning, develop strategies for culturally responsive collaboration with families and communities, and explore resources for implementing culturally responsive teaching practices as future special educators.

EDA 325 Prerequisite: Successful completion of EDA 103 with minimum grade of D-.

Gen Ed Attribute: Diverse Community(select both)

Distance education offering may be available.

EDA 327. Educating Students with Significant and Complex Support Needs. 2 Credits.

This course is designed to provide teacher candidates with the knowledge base required to work effectively with students with significant and complex needs in the classroom. Particular emphasis will be placed on this population's unique needs, including physical, medical, behavioral, and communication.

EDA 327 Prerequisite: Successful completion of EDA 103, EDA 203, and EDA 321, with minimum grades of D-.

Distance education offering may be available.

EDA 331. Early Intervention for Infants and Toddlers with Disabilities. 6 Credits.

This is a methods and field course that focuses on learning to work with infants and toddlers with disabilities and their families. It will include an exploration of the following: characteristics of typical development and the implications of disabilities on the development of young children; impact on the family; modification of the educational and care giving environments; and approaches to curriculum and assessment. Students will have the opportunity to work with infants or toddlers in an early intervention agency or family home environment. For this course, 3 credit hours will consist of instructor lecture of course content and 3 credit hours will consist of a minimum of 40 hours in the field, which provides students with the opportunity to apply content through observations and interactions with families and children, ages, birth to 3 years old, with regular observations completed by the course instructor.

EDA 331 Prerequisite: Student must minor in Early Intervention; up-to-date clearances (FBI, PA Child Abuse, PA Criminal, TB); and submission of Staff Health Assessment Form.

Equivalent courses: EGP 331

EDA 332. Family Systems in Early Intervention. 3 Credits.

This course introduces the theory and practice of family intervention with diverse populations including families of infants, toddlers, and preschoolers with disabilities. It bases its objectives on the knowledge that the involvement of families is essential to the education and well being of young children. The methods of service delivery for young children with disabilities and their families are discussed in addition to the key aspects of collaboration, services coordination and family centered services with culturally responsive practices.

Equivalent courses: EGP 332

EDA 333. Teaching Young Children with Disabilities. 6 Credits.

This is a methods and field course that focuses on building skills in working with preschoolers with disabilities. The course covers curricula, instructional strategies, and classroom environments that facilitate development and learning for young children 3-5 years old with disabilities. For this course, 3 credit hours will consist of instructor lecture of course content and 3 credit hours will consist of a minimum of 40 hours in the field, which provides students with the opportunity to apply content through observations and interactions with professionals, families and children, ages, 3 to 5 years old with regular observations completed by the course instructor.

EDA 333 Prerequisite: Student must minor in Early Intervention; up-to-date clearances (FBI, PA Child Abuse, PA Criminal, TB); submission of Staff Health Assessment Form.

Equivalent courses: EGP 333

EDA 334. Assessment for Early Intervention. 3 Credits.

This course is designed to provide the student with the knowledge and skills needed for assessment appropriate to young children with disabilities and those who are considered to be "at-risk". We will cover norm and criterion referenced assessment, developmental assessment and alternative assessment methodologies. This course bases its objectives on the knowledge that all early intervention professionals will need to know how to work with a diverse group of young children with disabilities. It will acquaint the student with the legal mandates of serving young children with disabilities in the least restrictive setting, as well as the characteristics of those children with disabilities, including family characteristics. Also, emphasis will be placed on working within the team structures, as appropriate to inclusive practices, and the various roles each professional takes on.

Equivalent courses: EGP 334

EDA 361. Assessment and Special Education. 3 Credits.

An introduction to instructional assessment in special education and the development of relevant educational plans to meet federal regulations.

EDA 361 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-; and Teacher Candidacy.

EDA 362. Assessment for Students with Disabilities I. 3 Credits.

This course is designed to provide the student with the knowledge and skills needed to understand assessment as it relates to special education for PK-12 students, including those who have been diagnosed with a disability, those who are being evaluated for a disability, those who are considered to be "at-risk," and those who are culturally and linguistically diverse. The emphasis will be on the following: special education law as it relates to assessment, the purpose of assessment (e.g., screening, pre-referral considerations, diagnosis, eligibility, and ongoing instruction), assessment concepts and terminology (e.g., progress monitoring, RTI, MTSS, ethical considerations, etc.), assessment types, (e.g., curriculum-based assessments, direct observation, criterion-referenced assessments, norm-referenced assessments, etc.), and assessment of different areas of performance (e.g., intelligence, academic areas of achievement, language, behavior, social/emotional, and health and medical).

EDA 362 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-.

EDA 363. Assessment for Students with Disabilities II. 3 Credits.

This course is designed to provide the student with the knowledge and skills needed to link assessment with instructional planning for PK-12 students with special needs. The course will emphasize the following: diagnostic and eligibility criteria for the categories of disability that are covered under IDEA, the development of a Section 504 Service Agreement, and the development of legal special education documents (i.e., Re-Evaluation Report, Individual Education Program [IEP], and NOREP).

EDA 363 Prerequisite: Successful completion of EDA 103, EDA 203, and EDA 362, with minimum grades of D-; and Teacher Candidacy.

Gen Ed Attribute: Ethics Requirement

EDA 375. Autism Studies: Assessment & Instruction I. 3 Credits.

This course is designed to inform students about assessment and instructional planning for individuals with autism. Emphasis will be placed on students demonstration of planning for and implementing assessments across the range of domains including behavior.

EDA 375 Prerequisite: Successful completion of EDA 175 with minimum grade of D-.

Distance education offering may be available.

EDA 380. PreK-12 Transitions for Individuals with Disabilities. 3 Credits.

This course is designed to have the prospective teacher build their knowledge about two key concepts of Transition Services: systems and programming. Pre-service teacher candidates will be introduced to the core foundation of transition programming for students with exceptionalities across the PK-12 context, specifically the models, structures, and systems of delivery, addressing support structures that serve students with disabilities as they experience horizontal and vertical transitions throughout the PreK-12 school years, and to adult life. They will then learn about the sequential process to follow when developing an Individualized Education Program, focusing specifically on Transition Services and starting with learning about transition assessment tools, planning, delivery, and analysis; collaborating with key stakeholders and interagency providers, parents/guardians, and students; and addressing critical transition needs through implementation of service and activities, instructional strategies, related services, and specially designed instruction that promote post-school success.

EDA 380 Prerequisite: Successful completion of EDA 103, EDA 203, and EDA 361, with minimum grades of D-; and Teacher Candidacy.

EDA 413. PreK-8 Aspects of Transition. 3 Credits.

This course will address support structures that serve students with disabilities as they transition from homebound to and throughout K-8 school based instruction, stressing legislative foundations, interagency linkages, school partnerships, referral processes, and systems of service delivery. The teacher practitioner as change agent will be an underlying theme.

EDA 413 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-; and Teacher Candidacy.

Distance education offering may be available.

EDA 414. PreK - 12 Transition Systems II. 3 Credits.

This course will address support structures that serve students with disabilities as experience horizontal and vertical transitions throughout the PreK-12 years, and to adult life, stressing the assessment planning, instructional strategies that promote career development, and curricular delivery process. Attention will be given to curricular benchmarks and standards, and how functional outcomes interact with those benchmarks and standards.

EDA 414 Prerequisite: Successful completion of EDA 103, EDA 203, EDA 362, EDA 363, and EDA 413, with minimum grades of D-; and Teacher Candidacy.

Gen Ed Attribute: Writing Emphasis (select both)

EDA 416. Student Teaching for Exceptional Learners. 6 Credits.

Participation in teaching and all other activities in the student teaching role related to the teacher's work.

EDA 416 Prerequisite: EDA 103, EDA 203, EDA 314, EDA 321, EDA 324, EDA 325, EDA 327, (EDA 361 or (EDA 362 and EDA 363)), (EDA 380 or (EDA 413 and EDA 414)), and EDA 421, with minimum grades of D-; Teacher Candidacy; and field clearances.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

EDA 417. Student Teaching for Exceptional Learners. 6 Credits.

Participation in teaching and all other activities in the student teaching role related to the teacher's work.

EDA 417 Prerequisite: EDA 103, EDA 203, EDA 314, EDA 321, EDA 324, EDA 325, EDA 327, (EDA 361 or (EDA 362 and EDA 363)), (EDA 380 or (EDA 413 and EDA 414)), and EDA 421, with minimum grades of D-; Teacher Candidacy; and field clearances.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

EDA 421. Curriculum and Instruction for Individual Learning Differences II and Field. 6 Credits.

This course and field is designed to prepare students to assist children with disabilities achieve skills in academics and functional life domains. Emphasis is placed on understanding and analysis of learning problems, and the design, plan and implementation of instructional interventions. Field clearances required.

EDA 421 Prerequisite: EDA 103, EDA 203, EDA 314, EDA 321, (EDA 361 or (EDA 362 and EDA 363)), with minimum grades of D-; and Teacher Candidacy.

Gen Ed Attribute: Speaking Emphasis

EDA 429. Communication Development and Assistive Technologies for Students w/ Disabilities. 3 Credits.

This course will provide a broad overview of normal and atypical communication development. Importance will be given to communication disorders, characteristics of students with disabilities and the impact of high and low technology.

EDA 429 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-; and Teacher Candidacy.

EDA 475. Autism Studies: Assessment & Instruction II. 3 Credits.

Students will use the science of applied behavior analysis to evaluate the strengths and weaknesses of current instructional strategies for students with autism. Students will demonstrate evidence-based instructional strategies and apply these strategies in field settings supporting individuals with autism.

EDA 475 Prerequisite: Successful completion of EDA 375 with minimum grade of D-; and field clearances.